DOCUMENT RESUME

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IDENTIFIERS	Somalia

ABSTRACT

The materials status report for Somali, the official language of Somalia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Somali, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262609

Language/Area Reference Center

Materials Status Report

SOMALI

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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FL015276

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Report - Narrative

SOMALI

Language, dialects, standards. Somali is the official language of Somalia. It is also spoken in Djibouti, the Ogaden region of Ethiopia, and in north east Kenya. There are three major dialect groups: Common Somali, Benaadir, and Central Somali.

Common Somali may be differentiated into two mutually intelligible dialects, Northern Somali and Standard Somali. Northern Somali is the dialect studied by most English-speaking linguists, and is used in most collections of oral literature. Standard Somali is the standard written dialect for newspapers and government publications, and is used on the radio and in Mogadishu.

The Benaadir dialect is closely related to Common Somali and mutually intelligible with it. Central Somali consists of a series of dialects which are not mutually intelligible with either Common or Benaadir Somali.

Somali is not mutually intelligible with any other language.

Writing system. Somali is written in a standard (1972) roman orthography, with no symbols outside the twenty-six English letters except the '. English typewriters, typesetting facilities, and computer type fonts can handle Somali with no modifications.

Difficulty for English-speaking learners.

Phonology: Relatively difficult. Somali has several velar, uvular and pharyngeal consonants, different vowel lengths, vowel harmony (in some dialects), and tones which differentiate grammatical categories like masculine/feminine, singular/plural, etc.

Syntax: Difficult. There are extensive inflections; the basic SOV order with "backwards" clause structure; heavy focus marking which along with stylistic ordering changes obscure regular word order; and preverbal locative particles.

Vocabulary: Difficult. There are some borrowings from English, Italian, and Arabic. English borrowings include days of the week, and non-traditional objects and occupations.

Writing system: Easy. The alphabet "fits" the spoken language well. Written Somali does not differ substantially from spoken Somali.

Usable existing texts

Basic level: Ahmed, Elementary Drill Book
Cali, Phrase Book
Drysdale, Somali Primer
Gleeson, Is Ka Wakh

Advanced Level: Galaal, Hikmad Soomaali
Murphy, Somali Newspaper Reader

Reference: Barry, Elementary Grammar
Bell, Somali Language
Kirk, Grammar
Abraham, Somali-English Dictionary, the grammar summary thereof

Dictionaries: Abraham, Somali-English Dictionary
de Larajasse, Somali-English, English-Somali Dictionary

Existing programs, classes. Capability at Indiana University.

Native speaker availability. Somali communities live in Arlington, Virginia, and parts of California. None with linguistic training.

Linguist resources: Judith Leidy and John Johnson, Indiana University; Joseph Pia, retired from syracuse; Larry Hyman, USC. London University, School of Oriental and African Studies, has an active Somali program.

The evaluator of the Somali texts is Judith Leidy, whom we thank for her special efforts, and for her foresight in keeping xeroxes of the evaluations.

Center for Applied Linguistics/LARC
Materials Evaluation - 1985 SOMALI
Bibliography

Basic Level Teaching Materials

Ahmed, Shirre Jama and Charles Kozoll. An Elementary Somali Drill Book. New York, NY: Peace Corps Training Program, Teachers College, Columbia University, 1966.

Cali, Axmed F. The Modern English-Somali Phrase Book, by Ahmed F. Ali "Idaajaa" and Omar Au Nuh. Mogadisho, 1975.

Drysdale, John Gordon Stewart. Somali Primer. Hargeisa: Obtainable from the Stationery Office, introd. 1959-

Farah, Hasan, Abdi Dahir, Mahmoud Taker and Hawa Ali Farah. We he liye: English-Somali and Italian Conversational Guidebook. n.p., 1983.

Gleeson, Joseph, Omer Awad and David Rorick. Is Ka Wakh U Gabso: wahaa dhigey. New York: the author, 1968.

Pia, Joseph J., Paul Black and M.I. Samater. Beginning in Somali. Rev. ed. Syracuse, NY: Syracuse University, Program of Eastern African Studies, 1966.

Pia, J.J. Reading in Somali: An Elementary Cultural Reader. Syracuse, NY: Syracuse University, 1969. Washington, DC: HEW, 1969. 2 v. [PJ2532.P5 1969]

Advanced Level Teaching Materials

Galaal, Muusa H.I. Hikmad Soomaali. Edited with grammatical introduction and notes by B.W. Andrzejewski. London, England: Geoffrey Cumberlege, 1956.

Murphy, John D. and Abdullahi A. Issa. Somali Newspaper Reader. Kensington, MD: Dunwoody Press, MRM, 1984. [iii, 186p]

Refresher-Maintenance Materials

none

Reference Materials

Andrzejewski, B.W. The Declensions of Somali Nouns. London: School of Orienta and African Studies, University of London, 1964.

Andrzejewski, B.W. Inflectional Characteristics of the So-Called Weak Verbs in Somali. London: School of Oriental and African Studies, African Language Studies IX, 1968.

Armstrong, L.E. The Phonetic Structure of Somali. Farnborough, England: Gregg Press, 1964. [Reprint of the 1934 ed.]

Reference Materials, cont.

Barry, E. An Elementary Somali Grammar. Burao: "Issued with the authority of the Somaliland Government", 1937.

Bell, Christopher Richard Vincent. The Somali Language. 1st ed. reprinted. Farnborough: Gregg, 1968.

Dames, J.J. The Spelling of The Somali Language in The Roman Script. Nairobi, Kenya: Literacy Centre of Kenya, 1968.

Kirk, John William Carnegie. A Grammar of The Somali Language, with examples in prose and verse and an account of the Yibir and Midgan dialects. Cambridge: University Press, 1905.

Kirk, John William Carnegie. Notes on The Somali Language, with examples of phrases and conversational sentences. London: New York, H. Frowde, 1903. Farnborough: Gregg, 1968.

Saeed, John I. Central Somali: A Grammatical Outline. Malibu, CA: Ondena Publications, 1982.

Warsama, Solomon and R.C. Abraham. The Principles of Somali. n.c.: the author, 1951.

Dictionaries

Abraham, Roy Clive. Somali-English Dictionary. London: University of London Press, 1966, 1962. [PJ2533.A2 1966] [332p]

Ref. Fr. Evangelist de Larajasse. Somali-English and English-Somali Dictionary. London: Kegan Paul, 1897.

Nakano, Akio. Basic Vocabulary in Standard Somali. Translated by Emiko Kaya. Tokyo: Institute for the Study of Languages and Cultures of Asia and Africa, 1976.

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Ahmed, Shirre Jama and Charles Kozoll.
An Elementary Somali Drill Book. New
York: Columbia Teachers' College, 1966.

Specific language/dialect taught: standard Somali

Type of text: basic level teaching materials

Publication information: out of print. Unavailable - evaluated copy is in personal library

Intended users: Peace Corps volunteers in education and legal assistance

Format: typescript in binder

Overall grammatical/pedagogical approach: modified "microwave" with fully specified audio-lingual drills

Presentation of language: pre-1972 romanization

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

160 pages
Introduction
12 "sets", consisting of situational/functional frams, some in microwave format, pronunciation drills, substitution drills on grammar, and dialogues.

Vocabulary areas covered: general

General comments:

CPT page label: SOMAHMA

LARC staffer: JL, BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Ahmed : Elementary Somali
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	 ✓ ✓		The org. is not made clear - no index - poor use of format - no intro/direction explanation
Are the materials usable in language teaching contexts?	*	✓*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: A good example of a drill book using AL techniques

Evaluator: Fielder

Date: 9/11/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Somali (lg)
Ahmed: Elementary Somali (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				N/A
Presentation, explanation of basic grammatical structures		✓				
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

depends on teacher

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Somali
(lg)
Ahmed: Elementary Somali
(text)

	Y	S	N	
Do the materials appropriately integrate the use of English in class? ? Every study is given in both Somali & English (except explanations)				?
Are the materials likely to be visually appealing to the student?			✓	
Do the materials expose students to language material above their momentary level?			✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓	
Do the materials include a wide range of learning activities for the student?			✓	
Are the materials considered successful by current users, if any?				?
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓		
Are lessons in the materials organized around grammar to the exclusion of functions?		✓		

Comments: I wonder why, with drill books of this era, which were intended to be used orally, why so much effort was put into spelling out every possible response and translation. The real content of this text is not bad, although it does not cover as much of the language as most of the other basic texts.

Evaluator: [signature] Date: 9/11/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Cali, Ahmed F. The Modern English-Somali Phrase Book, by Ahmed F. Ali "Idaajaa" and Omar Au Nuh. Mogadisho, 1975.

Specific language/dialect taught: Somali

Type of text: Basic Level Teaching Materials

Publication information: Copy at Library of Congress [PJ 2532. I3]

Intended users: English-speakers who want to communicate at a basic level while travelling in Somali.

Format: Book

Overall grammatical/pedagogical approach: Traditional Phrase-book format

Presentation of language: Official (1973) Romanization

Physical quality of book: Paperback-approx. 6" x 6" Clear print.

Editorial quality of target language: Excellent

Editorial quality of English: Non-native but fluent

Overall organization of text:
[91 pp.]
Introduction
Key to Somali Script and Pronunciation
Basic Sentence Patterns
Numbers
Formulaic Expressions - Greeting, Time
Colors
Sample Dialogues: Telephone, Conversation, Shopping, Weather, Age, etc.
Proverbs with translations

Vocabulary areas covered: Basic communication in newcomer situations.

General comments: A delightful-and probably quite useful book. Certainly worth packing for one's trip to Somali-but be familiar with contents beforehand as no index is included.

CPT page label: SOMCALIA

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Ali • Nuh : Phrase Book
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓	✓		
Are the materials usable in language teaching contexts?	•	• ✓		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓ ✓?
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: The language is simple and authentic — and accessible to first-year students. However, this must be regarded as a supplement, not a text.

Evaluator: [illegible]

Date: 9/10/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Somali
(lg)
Cali + Nuh: Phrase Book
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation						?
Development of automaticity, fluency						?
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						?
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		?	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Somali
(lg)
Ali & Nuh : Phrase Book
(text)

	Y	S	N	
Do the materials appropriately integrate the use of English in class?				N/A
Are the materials likely to be visually appealing to the student?		✓		
Do the materials expose students to language material above their momentary level?	✓			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓	
Do the materials include a wide range of learning activities for the student?			✓	
Are the materials considered successful by current users, if any?				N/A
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓			
Are lessons in the materials organized around grammar to the exclusion of functions?			✓	

Comments: As this is a phrase book rather than a text, many of the questions are inapplicable. It would be an excellent supplement to a Basic course, either for the teacher alone - as a sourcebook - or for the class. It could be used to implement any number of goals, but the methodology of presentation would depend upon the teacher. (I do not regard this as a drawback!)

Evaluator: J Eidy Date: 9/10/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Drysdale, Somali Primer

Drysdale, John Gordon Stewart, Somali Primer. Hargeisa: Obtainable at the Stationery Office, intro. 1959--

Specific language/dialect taught: Colloquial Somali

Type of text: Basic level teaching materials

Publication information: Copy of Part I at Library of Congress [PJ 2532.D7]

Intended users: English-speaking adults learning Somali

Format: Authored planned to write 3 volumes. Only 1st part was seen by reviewer, who doubts that the other volumes were written.

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Pre 1972 Romanization

Physical quality of book: Paperback with typewritten text

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text:

[iv, 40 pp.]

Part I

10 Lessons

Each lessor presents grammar point(s) with examples in Somali (with English translations).

There are only a few exercises and these are grammar-translation with keys.

An English-Somali vocabulary appears at the back.

Appended are Tonal Awareness exercises (explained in Lesson I).

Vocabulary areas covered: basic (300 words)

General comments:

CPT page label: SOMDRYSA1

LARC staffer: RG

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Drysdale, Somali Primer
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			Goal - to present some basic aspects of Somali syntax in skeletal form (p.i)
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: A clear, accurate skeletal account of some of the most essential points of Somali grammar. I would classify it as reference material (for beginners) rather than as a Basic Course.

Evaluator: [illegible] Date: 9/10/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Somali
(text) Drysdale, Somali Primer

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures depends on how used	~~✓~~ ✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary basic		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker? tone, vowels	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Somali
(text) Drydale, Somali Primer

	Y	S	N	
Do the materials appropriately integrate the use of English in class?				?
Are the materials likely to be visually appealing to the student?			✓	
Do the materials expose students to language material above their momentary level?			✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓	
Do the materials include a wide range of learning activities for the student?			✓	
Are the materials considered successful by current users, if any?				?
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓	
Are lessons in the materials organized around grammar to the exclusion of functions?	✓			

Comments: _____

Evaluator: [signature] Date: 9/10/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Farah, Weheliye

Farah, Farah Hassan, Abdidahir Mohamud Takar, and Hawa Ali Farah. Weheliye: English-Somali and Italian Conversational Guide Book. Xeroxed copy, 1983.

Specific language/dialect taught: Somali

Type of text: basic level teaching materials, phrase book

Publication information: Unavailable. Evaluated copy is in personal library.

Intended users: tourists and Somalis

Format: book

Overall grammatical/pedagogical approach: traditional phrase book

Presentation of language: official orthography

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: poor, especially in introduction

Overall organization of text:

197 pp.
Introduction
Pronunciation
1470 useful words or phrases, arranged by topic
Index

Vocabulary areas covered: conversation, time, hotel, drinks, offices, transport, shopping, entertainment

General comments:

CPT page label: SOMFARAA

LARC staffer: JL, BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Farah, Weheliye
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓	✓	At least, I found it confusing.
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	—
Dictionaries	

Electronic Aids	

Comments: No grammatical information is given to help the user use the information productively. It might be of use to a teacher or in materials preparation, however.

Evaluator: [illegible] Date: 9/11/85

BEST COPY AVAILABLE

Gleeson, Joseph, Omer Awad and David Rorick. Is Ka Wakh U Gabso: wahaa dhigey. New York: the author, 1968.

Specific language/dialect taught: Somali

Type of text: basic level teaching materials

Publication information: availability unknown. Evaluated copy is in a personal library.

Intended users: Peace Corps volunteers; intensive course

Format: typescript in binder

Overall grammatical/pedagogical approach: audio-lingual, using situational contexts

Presentation of language: pre-1972 romanization

Physical quality of book: very clear, nice illustrations

Editorial quality of target language: excellent

Editorial quality of English: excellent, used only in phonology section

Overall organization of text:

80 pp.
Pronunciation
Main text consists of 445 short conversational interchanges, in Somali, illustrated to convey meaning. (No English is used in the text). The majority of these are 2 line exchanges, but some are longer dialogues with suggested vocabulary for substitution. Paradigms are given when new grammatical contrasts are introduced.
At the end are four short readings.

Vocabulary areas covered: general

General comments: The only basic text with a truly modern style of presentation, focussed on usage in meaningful contexts, but not neglecting grammar.

CPT page label: SOMGLEEA

LARC staffer: JL, BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Gleeson Isaka Wakhu
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓ *	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: The format is not explained — the goal is communicative + grammatical competence. The text basically consists of 500 short recipes, each of which could take 5 - 30 minutes of class time. They are ordered both situationally + grammatically. Lucidity + clarity are provided by illustrations in the text, by the teacher in the classroom

Evaluator: Gidey Date: 9/11/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Somali
(lg)
Gleeson, 15 Ka Wadle
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N	
Development of ability to use the language in appropriate contexts	✓			✓			
Presentation, explanation of basic grammatical structures	✓			✓			
Development of accurate pronunciation		✓					?
Development of automaticity, fluency	✓			·			
Development of appropriate range of vocabulary		✓		✓			
Presentation of cultural and functional information	✓			✓			
Development of encoding, decoding skills (in non-roman alphabets)							NA
Development of basic reading skills				✓			

	Y	S	N	
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓		pron. section
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓			
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		·	✓	
Do the materials include guides for teaching?			✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓			

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Somali
(lg)
Gleeson, 15 Ka Waaa
(text)

	Y	S	N	
Do the materials appropriately integrate the use of English in class? no English in body of Text				?
Are the materials likely to be visually appealing to the student?	✓			
Do the materials expose students to language material above their momentary level? New things are immediately clarified through context				?
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓	
Do the materials include a wide range of learning activities for the student?		✓		
Are the materials considered successful by current users, if any?				?
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓			
Are lessons in the materials organized around functions to the exclusion of grammar?			✓	
Are lessons in the materials organized around grammar to the exclusion of functions?			✓	

Comments: The format of the text leaves many of these matters up to the teacher.

Evaluator: [illegible] Date: 9/11/85

Y = yes; S = somewhat; N = no

Pia, Joseph J., Paul Black and M.I. Samater. Beginning in Somali. Rev. ed. Syracuse, NY: Syracuse University, Program of Eastern African Studies, 1966.

Specific language/dialect taught: Somali, northern dialect from Burao

Type of text: basic level teaching materials

Publication information: out of print. Sample at CAL.

Intended users: Peace Corps volunteers in intensive course

Format: book

Overall grammatical/pedagogical approach: inductive method using audiolingual pattern practices

Presentation of language: pre-standardized romanization, highly idiosyncratic

Physical quality of book: n/a

Editorial quality of target language: poor

Editorial quality of English: excellent

Overall organization of text:
[xxiii, 380p]
Lessons identified as "cycles" include: dialogue, repetition drills, substitution drills, structured conversation and homework suggestions.

Vocabulary areas covered: basic communication in everyday situations

General comments:

CPT page label: SOMPIAJA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Somali
(text) Pia, Beginning in Somali revised

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			✓	On two counts: orthography misuse of focus constructions
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓	✓ ✓	a) The learner will not have sufficient vocab. or grammar to attain FSI 2 - The goal b) The organization is organized from short stories slowly & rigidly on basic situations until the last chapter-on reports! are c) The notes confuse/do rather than clarify!
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: ① Orthography: Most analysts of the Northern Dialects give them 10 vowels. The transcription used here has 8 vowel symbols, plus an unwritten "predictable vocoid." ② The text distorts the grammar, as well as the phonology of the language ③ Not enough vocabulary or grammar is presented to allow students to use the language productively — even in the present tense.

Evaluator: [illegible] Date: 9/10/85

BEST COPY AVAILABLE

Pia, Joseph J., And R. D. Molitor. Reading in Somali: An Elementary Cultural Reader. Syracuse, New York: Syracuse University, 1969.

Specific language/dialect taught: Somali, dialect not specified

Type of text: Reader, basic level teaching material

Publication information: Georgetown University Call no: PJ2532.P5 1969. Sample at CAL.

Intended users: beginning-level students of Somali; to be used while student is involved in a spoken language component.

Format: book--2 volumes

Overall grammatical/pedagogical approach: traditional

Presentation of language: pre-standardized romanization

Physical quality of book: n/a

Editorial quality of target language: good; transcription unorthodox

Editorial quality of English: excellent

Overall organization of text:
[Vol I: iv, 163pp] [Vol II: i, 222pp]
Volume I: 8 units presenting readings on various topics ("Nomads," "Religion," "Marriage," etc.) Glossary.
English notes on readings throughout.

Volume II: set of translations and glossary to accompany reader.

Vocabulary areas covered: simple literary. Topics provide elementary introduction to Somali culture.

General comments:

CPT page label: SOMPIAJB1

LARC staffer: RG

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg) Pia, Reading in Somali
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			✓	Not in a widely used orthography
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			the concepts & content are good
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: A reader should be readable. The system used here is highly unconventional - although slightly more conventional than that used in his beginning text: he uses /3/, rather than eliminating it entirely. Today, to be useful, a reader should be written in the official orthography.

Evaluator: Lecidy Date: 9/11/85

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Galaal, Hikmad Soomaali

Galaal, Muusa H. I. Hikmad Soomaali. Edited with grammatical introduction and notes by B. W. Andrzejewski. London: Geoffrey Cumberlege, 1956.

Specific language/dialect taught: Somali

Type of text: Reader, oral literature

Publication information: Copies at Georgetown [PJ 2534. A2G3]. Sample pages at CAL.

Intended users: Students with at least intermediate reading proficiency in Somali.

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Pre Standarized (1972) Romanization

Physical quality of book: Excellent quality-attractive format, clear print.

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text:
[pages XI 109 pp.]
Sec I. Grammatical Review
Sec II. Authology of Somali tales, proverbs and poems includes 23 pieces.
Sec III. Notes on Selections -
glossary of Somali words with English definitions

Vocabulary areas covered: Literary, traditional

General comments:

CPT page label: SOMGALAA

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Galaal, Hikmad Soomaali
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This is a collection of oral literature more than a language text. The difficulty is such that Andrzejewski himself needed explanations of difficult words & idioms (p v). The notes make the material more accessible to a reader already familiar with the language, however.

Evaluator: [signature] Date: 9/11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Somali
(text) Galaal, Hikmad Soomaali

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral (N/A) Y	Oral S	Oral N	Reading Y	Reading S	Reading N	
Development of ability to use the language in a variety of contexts (?appropriate?)					✓		
Presentation, explanation of advanced grammatical structures				✓			
Development of automaticity, fluency					✓		
Development of extensive range of vocabulary				✓			
Presentation of cultural and functional information				✓			
Development of advanced reading skills (implies guided steps...)					✓		
Development of competence in various styles in the standard dialect				✓			prose poetry proverbs
Development of competence in regional/social dialects (it uses Ishaak)							?

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students? (if They're interested in literature &/or tales)		✓	
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) Somali
(text) Galaal, Hiraad Soomaali

Do the materials prepare students for self-learning after the course is over?

Y	S	N
	✓	

← again, V have problems with the question. I think the answer depends on student strategy & motivation.

Comments: The question of content in an advanced reader depends on the audience. I strongly resented being required to read Goethe in a second-semester German course. I hate heavy political-sociological-economic material in any language. But V realize there are audiences that appreciate both. Perhaps in looking for late-intermediate-advanced materials we should look at school texts intended for native speakers in late grade school or high school, rather than insist on ideal material for our disparate audiences. (Such materials are cheap and increasingly available.)

Evaluator: [signature] 9/11/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABL

Murphy, John D. and Abdullahi
A. Issa. Somali Newspaper Reader.
Kensington, MD: Dunwoody Press, MRM, 1984.

Specific language/dialect taught: Standard (journalistic) Somali

Type of text: Advanced level teaching materials

Publication information: Copy at CAL. In print, available.

Intended users: English speakers with intermediate level knowledge of Somali.

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Standardized (1972) Romanization

Physical quality of book: Excellent quality hardboard

Editorial quality of target language: Excellent

Editorial quality of English: Excellent (When used to provide translations of Somali pieces. It may seem somewhat "stiff" but this is the result of the authors decision to keep the translation as close to the Somali as possible.)

Overall organization of text:
[pages iii 186 pp.]
Excerpts from 51 newspaper selections accompanied by vocabulary and grammatical notes.
General glossary at the end.

Vocabulary areas covered: Political, economic, military and human interest themes.

General comments:

CPT page label: SOMMURPA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Murphy, Somali Newspaper Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓ •	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [signature] Date: 9/11/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Somali
(text) Murphy, Somali Newspaper Reader

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts				✓		
Presentation, explanation of advanced grammatical structures *+ notes on difficult phrases*					✓	
Development of automaticity, fluency						?
Development of extensive range of vocabulary				✓		
Presentation of cultural and functional information					✓	
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect				✓	✓	
Development of competence in regional/ social dialects						✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?	✓		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) Somali
(text) Murphy Somali Newspaper Reader

Do the materials prepare students for self-learning after the course is over?

Y	S	N

?

Comments: An impressive text, which makes an effort to cover a broad range of subjects - political, military and human interest. The evaluation question as to whether the materials were adaptable to differing student backgrounds & interests gave me pause - the emphasis on politics, economics & military matters shows that his audience is more technically-professionally oriented than mine, but such items make up much of the news and a foreigner should be able to understand them.

Evaluator: [illegible] 9/11/85

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Refresher/Maintenance Materials

INDIVIDUAL MATERIALS EVALUATION

Reference Materials

Andrzejewski, B. W. The Declensions of Somali Nouns. London: School of Oriental and African Studies University of London, 1964.

Specific language/dialect taught: Somali

Type of text: Reference

Publication information: Copy at CAL

Intended users: Linguists

Format: Book

Overall grammatical/pedagogical approach: Descriptive grammar

Presentation of language: Pre-standardized (1972) Romanization

Physical quality of book: Paperback with typewritten text

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text:
[149 pp.]
Part I. Introduction
Part II. Definition and classification of noun forms and their position.
Part III. Undefined Noun forms in their settings and configuations
Part IV. Defined Noun forms in their settings and configurations
Part V. Conclusion
Appended are:
Bibliographies
Transcriptions
Miscellaneous Grammar Notes to Complement Discussion of Declension of Nouns

Vocabulary areas covered: Vocabulary only incidental to grammatical points being made.

General comments:

CPT page label: SOMANDRA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Andrzejewski, Declensions
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓		 ✓ ✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: An exhaustive study of tonal patterns characterizing noun declensions in various syntactic contexts. For specialists only.

Evaluator: Szidy Date: 9/10/85

Andrzejewski, B. W. Inflectional Characteristics of the So-Called 'Weak Verbs' in Somali. London: School of Oriental and African Studies, African Language Studies IX, 1968.

Specific language/dialect taught: Somali (Northern or Common Somali)

Type of text: linguistic description

Publication information: unavailable? (evaluated copy is in personal library)

Intended users: linguists

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: pre-1972 romanization

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

51 pp.
Essential simplicity of structure
Terminology (with tables of tense paradigms and root extension classes)
Transcription and Territorial Limits
Exemplification
Structure of the Weak Verb
Terminations (with tables of distribution of intermedia, alternates in links, links, alternates in endings, endings within tense paradigms and terminations)
Extensions (with tables)
Roots (with tables)
Illustrative text (with notes and tables)
Bibliography

Vocabulary areas covered: incidental to grammatical explanation

General comments:

CPT page label: SOMANDRB

LARC staffer: JL, BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Andrzejewski, Supplectional
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This work is of too technical a nature to be of use to any but the most advanced student, one well-grounded in the language and conversant with BWA's previous work & terminology.

Evaluator: [signature] Date: 9/11/85

Armstrong. Lilias E. The Phonetic Structure of Somali. Farnborough, England: Gregg Press, 1964. [Reprint of 1934 edition printed in Berlin]

Specific language/dialect taught: Somali

Type of text: Reference

Publication information: Copy at Georgetown University Library, sample pages at CAL.

Intended users: Written in 1934 with special interest in "those interested in establishing an orthography for Somali."

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: phonetic transcriptions

Physical quality of book: N/A

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text:
[48 pp.]
Expository description of Somali phonetic structure as perceived by author, a faculty member of the Department of Phonetics at University College in London in 1934.

Vocabulary areas covered: Vocabulary selected to illustrate phonology.

General comments:

CPT page label: SOMARMSA

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Armstrong, Phonetic Structure
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		N. Isaak dialect: The extensive vowel harmony described here may be obsolescent among younger speakers of the dialect.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Excellent pioneering phonetic work, now of primary interest to phoneticians working on vowel harmony or to dialectologists. Not useful for materials preparation or language teaching.

Evaluator: Heidy Date: 9/10/85

BEST COPY AVAILABLE

Barry, E. An Elementary Somali Grammar.
Burao: "Issued with the authority of
the Somaliland Government", 1937.

Specific language/dialect taught: Somali, northern (Burao) dialect

Type of text: Reference, grammar

Publication information: Unavailable generally; evaluated copy is personal copy

Intended users: British military in Somalia

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: pre-standardized romanization

Physical quality of book: mimeographed, softbound

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:

93 pp.
Table of contents
Introduction
52 lessons on points of grammar, arranged according to difficulty. Lesson format: vocabulary, grammatical explanation with examples, exercises, useful phrases.
Key to exercises

Vocabulary areas covered: basic vocabulary, large amount of military terminology

General comments: In many ways, a revision and popularization of Kirk's work.

CPT page label: SOMBARRA

LARC staffer: JL, BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Somali
(text) Barry, Elementary Somali Gram.

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		The colonial army for which this was written is long gone (cultural obsolescence in spots)
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This is a patient, point-by-point grammatical description for the non-linguist.

Evaluator: Friday Date: 9/10/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Somali
(text) Berry, Elem Somali

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach			✓
c. state of knowledge of the language (cultural concerns)		✓	
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students		✓	
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intent n of the materials:			
a. teaching materials	✓		
b. pedagogical reference			✓
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion		✓	

tone

Evaluator: Judy Date: 9/10/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Somali

Berry, Elem Somali

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
b.		✓	
		✓	

Comments:

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Bell, Somali Language

Bell, Christopher Richard Vincent.
The Somali Language. 1st ed. reprinted.
Farnborough: Gregg, 1968.

Specific language/dialect taught: Somali

Type of text: Reference Grammar

Publication information: First edition was published in 1953. [PJ2531.B4 1968].
Copy at Georgetown University Library, sample pages at CAL.

Intended users: English-speakers

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Pre-standardized Romanization

Physical quality of book: Hardbound with clear print

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text:
[pages xi 185 pp.]
Part I. Introductory remarks on How to Use Book.
Part II. Grammar & Usage.
Part III. English - Somali Vocabularies with approx. 2,500 entries in each.
Somali - English

Vocabulary areas covered: Basic communication in newcomer (perhaps in a military or civil service capacity) situations in Somalia.

General comments:

CPT page label: SOMBELLA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Somali
(text) Bell, Somali Language

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			'Central dialect' (though closer to Common Somali than to Northern Somali Central Somali)
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This is the description of Somali most useable by the non-specialist. Its greatest defect is the lack of tonal marking

Evaluator: [signature] Date: 9/10/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Somali
(text) Bell, Somali Language

REFERENCE MATERIAL EVALUATION

	Y	S	N	
Does the date of the materials render them old-fashioned in				
a. presentation			✓	
b. grammatical approach			✓	
c. state of knowledge of the language		✓		- Tone
Are explanations clear to the non-specialist?	✓			
Are materials suitable for use by				
a. beginning students	✓			
b. advanced students		✓		
c. teachers/materials developers only			✓	
Are materials arranged by				
a. grammatical category	✓			
b. semantic category		✓		
c. functional category			✓	
Is the presentation of the language				
a. in its own script				NA
b. in romanization/transliteration	✓			
c. in phonetic transcription			✓	
Original intention of the materials:				
a. teaching materials	✓			
b. pedagogical reference		✓		
c. linguistic study			✓	
Do the materials purport to describe the entire language?		✓		
Are the materials aimed at the English speaker?	✓			
Are the materials				
a. indexed			✓	
b. cross-referenced		✓		
Are the materials illustrated with				
a. examples (sentences, phrases, words, etc)	✓			
b. texts (paragraphs, passages, etc)			✓	
Are examples/texts				
a. literary quotations				
b. quotations from oral sources		✓		
c. invented for purposes of discussion		✓		

Evaluator: [signature] Date: 9/10/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Somali
Bell, Somali Language

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
b.		✓	

Comments: Some advantages of this text are that
① the author treats both grammar and usage - eg, form and function, ③ ~~and~~ paradigms are given
③ the Somali forms are given in easy-to-read bold face type. While others, notably Abraham & Andrzejewski, treat Somali grammar with greater depth and thoroughness, Bell manages to give a comprehensible overview of the essentials of Somali grammar.

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Dames Spelling of Somali

Dames, J. J. The Spelling of the Somali Language in Roman Script. Nairobi, Kenya: Literacy Centre of Kenya, 1968.

Specific language/dialect taught: Kenya dialect of Somali

Type of text: Proposal

Publication information: Copy available at Library of Congress [PJ 2531.D3]

Intended users: Kenyans desirous of "a more practical" Pre 1972 Romanization of their dialect of Somali. (i.e. one not marking pronunciation nuances that might be necessary for non-native speakers i.e. such as provided by Abraham)

Format: Book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Pre-1972 Romanization with some phonetic transcription.

Physical quality of book: Paperback with stitched binding. Plain but readable print.

Editorial quality of target language: n/a - a few isolated words only

Editorial quality of English: some grammatical errors

Overall organization of text:
[20 pp.]
Presentation of argument for utility spelling
Discussion of Somali consonants with descriptive tables
Discussion of Somali vowels
Index

Vocabulary areas covered: N/A

General comments: This book was written as a "utilitarian" alternative to the "scientific" representation of the Somali language in Roman letters (done by R.C. Abraham of Oxford under commission by the Somali Republic in 1961).

CPT page label: SOMDAMEA

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Somali Spelling & Somali
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				NA - very few citation forms
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: An interesting pamphlet giving suggestions on orthography. Interesting historically, as several of these were adopted, but of no use to the student or linguist

Evaluator: [signature] Date: 30 Sept 85

Kirk, John William Carnegie. A Grammar of The Somali Language, with examples in prose and verse and an account of the Yibir and Midgin dialects. Cambridge: University Press, 1905.

Specific language/dialect taught: Somali

Type of text: Reference Grammar

Publication information: Copy at Georgetown University Library. Sample pages at CAL.

Intended users: English speaking scholars of Somali who want theoretical knowledge of its structure.

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Pre standardized (1972) Romanization

Physical quality of book: N/A

Editorial quality of target language: Good

Editorial quality of English: Excellent

Overall organization of text:
[x, 216 pp.]
Preface
Table of Contents
Comment on Orthoquaphy
Accidence
Syntax of Simple Sentences
Syntax of Compound Sentences
Examples of Prose and Verse
Dialects of "Outcast Tribes"
(Midgin and Yibir) (with accompanying comparative vocabularies)
Index

Vocabulary areas covered: Incidental to grammatical points it illustrates

General comments:

CPT page label: SOMKIRKA

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Kirk, Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				Northern coastal area No speakers available for this dialect area
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			- Although Latin-based (eg, CASE "There is no case in Somali")
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: An excellent early grammar, heavily influenced by Latinate terminology. The account of derivational morphology is especially good. Tone and vowel length are rarely marked, however

Evaluator: [illegible] Date: 9/10/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Somali

(text) Kirk, Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students	✓		
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed		✓	
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations	✓		
b. quotations from oral sources	✓		
c. invented for purposes of discussion	✓	✓	

verse
prose
examples

Evaluator: [signature] Date: 9/10/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Somali
Kirk, Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N	
a.	✓			prose examples
b.	✓			

Comments: Despite its drawbacks – notably the Latinate vocabulary & style of organization and the lack of marking for tone and length – Kirk's grammar remains an excellent reference grammar.

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Kirk, Notes

Kirk, John William Carnegie. Notes on the Somali Language. Farnborough: Gregg, 1903.

Specific language/dialect taught: Somali

Type of text: Reference Grammar

Publication information: Copy at Georgetown University Library. Sample pages at C-A-L. There is a 1968 reprint of this work. [PJ 2531. K53 1903a]

Intended users: English speakers who want to communicate on a basic level. Written during a British military compaign in what was then Somalilard.

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Pre-1972 Romanization

Physical quality of book: N/A

Editorial quality of target language: Good

Editorial quality of English: Very good

Overall organization of text:
[xii, 83 pp]
Part I. Accidence
Part II. Syntax
Part III. Examples of Sentences
with inclusion of "Military Terms and Phrases" and "Orders for Guards"
Notes
Addenda to original text

Vocabulary areas covered: Basic communication with inclusion of Military Terms

General comments:

CPT page label: SOMKIRKB1

LARC staffer: RG

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Kirk - Notes
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			✓	Confusion from orthography, dialect mixture & term-of-the century military bias
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓	✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This is more of a handbook than a grammar, as Kirk states in the intro to Kirk 1905. It's a pioneering effort, which everyone since has built on, including the author - and all of these succeeding works are more useful pedagogically & linguistically

Evaluator: [signature] Date: 30 Sept 1985

Saeed, John I. Central Somali: A Grammatical Outline. Malibu, CA: Odena Publications, 1982.

Specific language/dialect taught: Central Somali (Rehanwin, AF Maymay)

Type of text: Reference Grammar

Publication information: Part of a series presented in Monographic Journals of the Near East: Copy at Library of Congress [PJ 2539. S23 1982]
For ordering information write: Lindena, P.O. Box 97, Malibu, CA. 90265.

Intended users: Linguists and English speakers needing descriptive grammar of this special dialect which differs considerably from other Somali dialects.

Format: Book

Overall grammatical/pedagogical approach: Descriptive grammar

Presentation of language: Standardized (1972) Romanization with accompanying phonetic transcriptions.

Physical quality of book: Paperback with loosely sewn binding

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text:
[43 pp.]
Table of Contents
Phonology
Noun phrase morphology
Verbal morphology
Syntax
Vocabulary
Bibliography

Vocabulary areas covered:

General comments:

CPT page label: SOMSAEEA

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Saeed, Central Somali
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				I could locate no one who spoke this dialect
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: For the specialist. As outline, it is too tersely descriptive for use as a reference grammar.

Evaluator: [signature] Date: 9/10/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Warsama, Principles of Somali

Warsama, Solomon and R. C. Abraham. The Principles of Somali. n.c.: the author, 1951.

Specific language/dialect taught: Somali

Type of text: Reference Grammar

Publication information: Copy at Library of Congress [PJ 2531. W3]

Intended users: English-Speaking users of Somali language who need basic reference grammar

Format: Book

Overall grammatical/pedagogical approach: Traditional

Presentation of language: Pre-standardized (1972) Romanization

Physical quality of book: Typewritten text on low quality paper, apparently intended for insertion in ringed binder. Correction and addenda pasted in on slips of colored paper in the second edition (undated). I've never seen an odder book!

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text:
[v, 481 pp.]
Detailed Table of Contents
Each grammar point systematically explained with examples and English equivalents.
Index (pp. 446-)

Vocabulary areas covered: Non-specific-vocabulary is incidental to the grammar structures and used any for illustrative purposes

General comments: Definitely for the specialist, not the student

CPT page label: SOMWARSA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Warsama & Abraham : Principles
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓	 ✓ ✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Defenitely for the specialist. The grammatical addendum to Abraham's Dictionary is easier to understand and more accessible to the student.

Evaluator: [signature] Date: 9/10/85

INDIVIDUAL MATERIALS EVALUATION

Dictionaries

Abraham, Roy Clive. Somali-English Dictionary. London: University of London Press, 1966, 1962.

Specific language/dialect taught: Somali

Type of text: Dictionary

Publication information: Copy at Georgetown University Library. Sample pages at CAL.

Intended users: Commissioned by Somali Republic in the process towards standardization of Somali orthography.

Format: Book

Overall grammatical/pedagogical approach: Very careful orthographic representation of nuances in standard Somali speech.

Presentation of language: Pre 1972 Romanization

Physical quality of book: Entries print is not easy to read.

Editorial quality of target language: Good

Editorial quality of English: Good

Overall organization of text:
[pages XVIII 332 pp.]
Preface with correction/Overall Plan/Abbreviation Key. Transcription Notes.
Addenda
Dictionary
Sequence of words follows the order of their initial consonant and vowel, or initial vowel and consonant as the case may be. (It takes no account of whether the vowel is long or short) Comments on basis of Somali: Grammar, Stress, and Tone (71 pp.)

Vocabulary areas covered: general

General comments:

CPT page label: SOMABRAA1

LARC staffer: RG

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
Abraham, Somali-English Dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Words not identified by dialect or currency.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		The proposed addenda and discriminatic entry system take some getting used to.
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: A useful reference book. Includes tonal markings, not merely on isolated words, but on phrases.

Evaluator: [signature] Date: 9/10/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Somali
(lg)
Abraham, Somali English Dict.
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	✓
b. grammatical approach		✓	✓
c. state of knowledge of the language		✓	✓
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies		✓	
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?		✓	
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: [illegible] Date: 9/10/85

Y = yes; S = somewhat; N = no

Ref. Fr. Evangelist de Larajasse. Somali-English and English Somali Dictionary. London: Kegan Paul, 1897.

Specific language/dialect taught: Somali (Berbera)

Type of text: Dictionary

Publication information: out of print. Evaluated copy was in a personal library.

Intended users: English speakers resident in Somalia

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: early romanization

Physical quality of book: n/a

Editorial quality of target language: no marking of length or tone

Editorial quality of English: good

Overall organization of text:

301 pp.
Preface
Somali-English vocabulary
Errata
English-Somali vocabulary
Supplementary to Somali-English Vocabulary

Vocabulary areas covered: general and extensive, including objects of Somali material culture

General comments: Valuable in that it is the only extensive dictionary with English-Somali entries

CPT page label: SOMDELAA

LARC staffer: JL, BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Somali
(lg)
de Larajasse S-E, E-S Dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		Berbera (Northern) dialect. Lacks much modern vocabulary. Not standard orthography
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: To the best of my knowledge, this is still the only bilingual Somali-English - English-Somali dictionary. The explanations in the S-E section are fuller than those in E-S.

Evaluator: [signature] Date: 9/10/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Somali
(lg)
de Lera Jasse, Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information		✓	
g. examples		✓	
h. use of entry in phrases, idioms		✓	
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		✓	
Does the dictionary approach full coverage of the vocabulary of the language?		✓	
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SOMALI
Nakano, Basic Vocab

Nakano, Akio. Basic Vocabulary in Standard Somali. Translated by Emiko Kaya. Tokyo: Institute for the Study of Languages and Cultures of Asia and Africa, 1976.

Specific language/dialect taught: Somali, standard

Type of text: Specialized pedagogical, basic vocabulary list

Publication information: [PJ2533.N3]. Copy at Library of Congress. maybe.

Intended users: linguists

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: standard (1972) romanization

Physical quality of book: fine quality paperback

Editorial quality of target language:

Editorial quality of English: non-native but good. Some uncorrected typographical errors.

Overall organization of text:
[vi, 139pp]
2,000 basic English words listed numerically (the original work was in Japanese so English words are listed by number--0001-2000--rather than alphabetically, with an alphabetical index at the back of the book).

Vocabulary areas covered: basic vocabulary

General comments:

CPT page label: SOMNAKAA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SOMALI
Nakano, Basic Vocabulary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The Library of Congress copy of this book was lost before it could be reviewed by the evaluator.

Evaluator:

Date: October, 1985

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials